

Writers Workshop Unit of Study
9th Grade – Informational Essay



Researching a Trend

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. This one unit is situated within a yearlong sequence of units. Depending upon the unit's placement in the yearlong Scope and Sequence, it will be important to recognize prior skills and content this unit expects learners to have. This unit also has a companion reading unit where readers closely study informational texts through a critical literacy lens. Each unit presents a string of teaching points that scaffold and spiral the content and skills. The unit is structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to increase critical thinking and writing skills simultaneously. Writing and thinking processes are stressed and are equally important to the end writing product. Sessions are designed as a series of mini-lessons that allow time to write, practice, and conference. Through summative and formative assessments specific to each unit, students progress toward becoming independent thinkers and writers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit and their feedback and student artifacts helped in the revision process. A special thanks goes to lead unit writers Linda Denstaedt, Laura Mahler, and Leah Barnett, who closely studied the CCSS and translated the standards into curriculum and practice. Throughout the yearlong collaborative project, teachers reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens. The following unit contends that significant reading from multiple resources is needed prior to a writer's developing a claim of scope and depth.

Informational Writing Unit Learning Progressions

	6	7	8
TEXT	Informational Essay: Cause and Effect Mentor Texts: Texts used in prior nonfiction unit; texts with headings and visuals; texts that address cause-and event-processes	Informational Essay: Historical Event Mentor Texts: Texts used in prior nonfiction unit; texts that address a significant historical event	Informational Essay: Compare/Contrast Mentor Texts: Texts used in prior nonfiction unit; texts that address a critical social issue
FOCUS	Explaining a Cause-and-Effect Phenomenon	Exploring an Historical Event	Explaining the Two Sides of a Critical Social Issue
Identify and Research a Topic	<ul style="list-style-type: none"> Define and explore cause and effect Analyze examples of nonfiction about cause and effect in the real world Identify and select a cause-and-effect topic Conduct online research 	<ul style="list-style-type: none"> Define and explore historical events Analyze nonfiction about historical events and the information provided Select an historical event to write about Conduct online research 	<ul style="list-style-type: none"> Define and explore comparison/contrast and critical issues Analyze examples of comparison/contrast on a critical issue Select a critical issue and identify its two sides Conduct online research
Synthesize Information and Determine an Organizational Pattern	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Draw conclusions to illustrate the importance of the topic 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details, and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance
Create a Product to Inform an Audience	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea, improve structure and organization, and expand or cut content Publish the product and reflect on the process

	9	10	11	12
Text	Multiple Genres: Digital, Oral, and Print	Multiple Genres: Digital and Print	Articles: Digital and Print	Multiple Genres: Digital and Print
Focus of Research	Social Trends	Core Democratic Values	The Bill of Rights	Social Issues
Identify and Research a Topic	<ul style="list-style-type: none"> Identify requirements of a research task and final product Examine essential questions to focus topic of research Review research to narrow the focus of further investigation Develop questions to gather relevant information Use different types of questions to find quality and relevant information Develop a system for primary research using quality research questions Develop a system for secondary research tracking sources and analyze information gathered 	<ul style="list-style-type: none"> Draw on prior knowledge of core democratic values to develop an inquiry Develop collaborative research skills to explore a subject in both breadth and depth Use a guided inquiry to cite explicit and inferred evidence on character traits, laws, and values Survey a series of sources (video and print) to identify key information to narrow a search for a potential topic Synthesize and categorize the results of sources to identify potential claims Identify elements (graphics, image, sound, words) of texts that represent or define the author's purpose 	<ul style="list-style-type: none"> Draw on prior knowledge about the Bill of Rights to develop an inquiry Independently manage a guided inquiry to cite explicit and inferred evidence on sub-topics related to the rights Independently survey a series of articles and websites to identify a research topic Read texts to identify stance and position 	<ul style="list-style-type: none"> Draw on prior knowledge about social issues to make decisions about social issues of interest to study Independently conduct preliminary research to focus a topic of interest Independently read texts to identify stance and position
Develop an Informed View	<ul style="list-style-type: none"> Examine initial findings to determine what is interesting, relevant, and important Summarize and categorize existing research Develop a theory about a perspective on the topic Synthesize findings from primary research with information gathered in secondary research 	<ul style="list-style-type: none"> Conduct primary research, recognizing stances taken in texts or interviews Create visual texts to develop access to shared research data Identify diverse perspectives and evidence to support each perspective from primary research Generate visual texts that 	<ul style="list-style-type: none"> Choose and craft a type of primary research that best suits the research topic Conduct primary research to gain insight into other people's experiences with the topic Conduct relevant secondary research to gain insight about the topic and related sub-topics 	<ul style="list-style-type: none"> Independently conduct primary research to gain insight into other people's experiences with the chosen social issue Focus, organize, and extend research work using a thinking routine while conducting secondary research to gain insight from published researchers

		<p>represent knowledge gained through primary research</p> <ul style="list-style-type: none"> • Compare, connect, categorize, evaluate, and elaborate upon data 	<ul style="list-style-type: none"> • Use a multi-draft reading process to go deeper into texts and evaluate texts and authors for validity • Synthesize information to create an informed view or stance on a topic 	<ul style="list-style-type: none"> • Evaluate web-based resources for validity • Determine cause/effect of chosen social issue • Reflect on how one engages with ideas through interaction with texts and people to participate responsibly as a global citizen, and also how one can inform oneself about issues that impact daily lives
Reconcile Current Thinking with New Reading	<ul style="list-style-type: none"> • Reread to confirm or disconfirm a theory • Create a claim and identify evidence (facts, reasons, and/or examples) that supports the claim • Explain how the evidence or data supports the claim 	<ul style="list-style-type: none"> • Consider an audience • Engage in additional research • Revise claim to incorporate new information • Use the revised claim to organize supporting evidence 	<ul style="list-style-type: none"> • Assess supporting evidence and identify reasons for additional research • Engage in further research to confirm or disconfirm the claim • Revise claims to incorporate new information 	<ul style="list-style-type: none"> • Construct an informed view on the causes and effects of a social problem and then find evidence that challenges or confirms that claim • Conduct further research to determine whether to/how to revise the informed claim • Identify implications of the social problem and possible solutions
Create a Product to Inform an Audience	<ul style="list-style-type: none"> • Organize information logically for the product that will be created • Use proper documentation to avoid plagiarism • Prepare to present findings by making sure that the research question was answered, the task's requirements were fulfilled, and by rehearsing • Present findings • Self-evaluate the research product in order to become better researchers 	<ul style="list-style-type: none"> • Select a product (collaborative or individual) appropriate for the research • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Study informational essays to identify key decisions writers make • Draft an essay in order to inform an audience and to propose (a) solution(s) • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Create an effective multi-media product to publish findings and propose solutions for the social issue • Cite and format documentation and bibliography

Writers Workshop Unit of Study

9th Grade – Informational Essay

Researching a Trend

Abstract

WHAT IS AN INFORMATIONAL ESSAY UNIT?

In an informational essay unit, students engage in a personal inquiry, building research and essay writing skills and strategies. Their research develops an informed view, which enables students to create a product to inform an audience.

ASSESSMENT

Working in a collaborative environment, students become a group of writers who support each other, share their research, discuss their passions, actively make decisions and revisions to their work, write with an authentic audience in mind, and learn from established writers in order to add to their own repertoire of writing decisions. The unit rubric delineates the qualities of effective informational essays. Students will also self-assess and prepare written reflections. This combination serves as evidence of a students' achievement and the development of metacognitive skill.

STUDENT OUTCOMES

The informational essay unit is designed to provide students with the vital opportunity of seeing themselves as capable thinkers and decision-makers in the following ways:

- Students become more flexible in their writing and thinking as they have time to explore ideas and topics of interest.
- Students develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary research.
- Students practice a variety of ways to generate ideas and revise writing, including inserting, cutting, or reducing words.
- Students investigate the ways other writers write about complex ideas, and craft an essay using a range of research options: print, digital, image, or speech.

This unit continues the use of a workshop approach, which develops reading, writing, and thinking skills that will be relevant throughout the school year.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational essay unit. It provides strategies for selecting topics, researching, organizing, and writing an informational essay. The unit is designed to follow the Informational Reading Unit and build from the skills and concepts presented in that unit. Knowing this, teachers should anticipate adjusting and adapting the lessons to meet the needs of their students while staying true to the intent of the unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but may require teachers' make adjustments in pacing or decisions about extension activities. Teachers are encouraged to gather their own sources (mentor texts, etc.) that reflect district curriculum and/or student interests. Please see the resources section for other sources to deepen your understanding of informational essay instruction.

UNIT ORGANIZATION

The unit is divided into four parts:

- **Identify and Research a Topic:** These sessions ask students to find a topic that is personally meaningful and to conduct preliminary reading in order to focus the topic interest.
- **Develop an Informed View:** The sessions in this part of the unit are focused on two methods of research: primary and secondary research. Students develop skill with print and digital resources as well as interviewing and surveying. Collaborative research and sharing resources is one aspect of this essay unit to encourage students to delve deeper into topics of common interest.
- **Reconcile Current Thinking with New Readings and Ideas:** The sessions in this part of the unit encourage students to assess their evidence in preparation for further research. Returning to research after students have synthesized and organized their information creates a habit of confirming and disconfirming the effectiveness of the evidence gathered and also encourages research that deepens, clarifies, and strengthens the evidence used to inform the reader.
- **Create a Product to Inform an Audience:** The sessions in this part of the unit ask students to examine mentor texts to identify the structural and craft elements of a specific genre in order to communicate information to an authentic audience. The models enable teachers to create a menu of decisions any writer will use to create the essay.
- **Plan to Take Action (Optional):** This optional session asks students to extend their thinking by engaging in individual projects that allow them to apply their learning to a real-life situation.

The work in this unit is vertically aligned and extends prior learning with the expectation that students understand the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices. Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

Number	CCR Anchor Standards for Reading
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	CCR Anchor Standards for Writing
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Overview of Sessions- Teaching Points and Unit Assessments

Pre-Unit Assessment Task

Students will fill out the Non-fiction Reading Survey they completed at the beginning of the Non-fiction Reading Unit. Assess changes in their non-fiction reading habits and practices and preparedness for completing the research for this unit.

TEACHING POINTS:

Identify and Research a Topic

1. Researchers understand the requirements of the task and create a statement of purpose.
2. Researchers assess the research information with purpose to decide how to narrow the focus of their investigation. They develop further questions to gather relevant information as they focus their topic.
3. Researchers develop a system of collecting primary research (interviews, questionnaires, direct observation, emails/letters). It involves the collection of data that does not already exist. They make a research plan and keep track of the sources of information.
4. Researchers develop a system of collecting secondary research information. They keep track of the sources they gather information from and analyze them.

Develop an Informed View

5. Researchers examine their initial findings to determine what's important, interesting, and relevant. It involves summarizing and categorizing existing research. They use this information to develop a theory.
6. Researchers synthesize the information they gathered through primary research.

Reconcile Current Thinking with New Reading

7. Researchers re-read in order to confirm or disconfirm their theory. They create a central idea about their topic.

Mid-Unit Formative Assessment Task

Assess students' understanding of crafting and supporting a central idea using the Confirming or Disconfirming a Theory and Creating a Central Idea handout. They should only proceed with research if they have sufficient evidence to support their central idea.

Create a Product to Inform an Audience

8. Researchers organize their information in a logical order for the product they will create.
9. Researchers use proper documentation to avoid plagiarism.
10. Researchers present their findings. They prepare by making sure they have answered the research question, fulfilled the task's requirements, and rehearsed the presentation.
11. Researchers evaluate their research product and process in order to become better researchers in the future.

Post-Unit Summative Assessment Task

Students present their theories about a trend and support it with evidence from their research in the form of an oral presentation with PowerPoint slides.

Reading Nonfiction Strategically Student Nonfiction Reading Survey

1. In a typical week, how many pages do you read that are nonfiction? _____
2. What nonfiction do you choose to read outside of school? Please list reading you have done in the last year. Include titles of books, magazines, newspapers, Internet sites or other readings.

Books	Magazines/Newspapers	Internet Sites	Other

3. How do you read nonfiction on the Internet? Do you read a page top to bottom, or do you quickly move from page to page, using hyperlinks? How does this affect your reading?
4. What do you prefer—fiction or nonfiction? _____ Why?
5. Do you finish nonfiction that you start reading? Yes ____ No ____ If no, why do you stop reading?
6. Do you have strategies that you use as you read nonfiction? Check all the strategies you use.
 Predict ____ Question ____ Summarize ____ Clarify ____ Reread ____ Visualize ____
 Other _____

Researching a Trend

RUBRIC

	Advanced	On-Target	Novice
Research question and central idea	The product contains a thoughtful research question that engaged the student in extensive research about a trend. The central idea is clear and answers the research question.	The product contains an adequate research question that engaged the student in research about a trend. The central idea is sufficient and attempts to answer the research question.	The product lacks a clear research question or controlling idea or the central idea does not answer the research question.
Primary Research	The product shows evidence of in-depth primary research that has been accurately interpreted and collated to support the central idea.	The product shows evidence of adequate primary research that has been sufficiently interpreted and collated to support the central idea.	The product lacks evidence of in-depth primary research or the research has been misinterpreted or presented in a confusing way. It does not support the central idea.
Secondary Research	The product shows evidence of in-depth secondary research that has been accurately interpreted and synthesized to support the central idea.	The product shows evidence of adequate secondary research that has been sufficiently interpreted and synthesized to support the central idea.	The product lacks evidence of in-depth secondary research or the research has been misinterpreted or synthesized in a confusing way. It does not support the central idea.
Organization/Effectiveness of Slides	The product effectively communicates the results of research to the audience through a logical organization and effective design of PowerPoint slides.	The product communicates the results of research to the audience through adequate logical organization and effective design of PowerPoint slides.	The product does not logically communicate the results of research and/or the design of the PowerPoint slides interferes with meaning.
Documentation	The product is properly documented, including in-text citations and a works-cited page. The documentation is error-free.	The product is properly documented, including in-text citations and a works-cited page. The documentation has only a few errors.	The product is not properly documented. The in-text citations and works-cited page have many errors.
Delivery of Presentation	The delivery is obviously rehearsed. The student maintains frequent eye contact with the audience. The student uses a clear voice, with proper inflection, and appropriate volume so that the audience can hear.	The delivery is somewhat rehearsed. The student maintains some eye contact with the audience. The student may use a clear voice, with proper inflection, and appropriate volume so that the audience can hear most of the time.	The delivery is obviously not rehearsed. The student does not maintain frequent eye contact with the audience. The student mumbles, and/or lacks proper inflection and appropriate volume.

Defining the Task	Session 1
Preparation	<p><i>Please note that this unit is an extension of the informational reading unit. This session assumes that students have done initial research on a trend for approximately one week. If students have not done this work, they will need to spend time doing initial research before starting Session 1. This session might even be done during the second half of the class period after Session 8 of the previous unit.</i></p> <ul style="list-style-type: none"> • Prepare copies of the “Guidelines” handout, included after this session • Prepare copies of the rubric. • Review the inspirational quotes and posters, which are provided at the end of this unit. • Prepare a model research project for the active engagement. The Atlas template has a model PowerPoint presentation attached in the resources section for this unit. • Make sure students have taken the survey that precedes this session. It is the pre-unit assessment. • Review the conferring questions, included after this session
Connection	In the last unit, students decided upon a trend to research and explored multiple nonfiction texts for background information. In this session, they will be introduced to the research task and will create a purpose statement.
Teaching Point	Researchers understand the requirements of the task and create a statement of purpose.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute copies of the “Defining the Task Guidelines.” • Review the guidelines. • Review the rubric, clarifying how your the product will be assessed. • Show the model of the finished trend research project. Think aloud as you review the model, being sure to point out the key aspects of the product.
Share	Students share their research questions with a partner or small group. They discuss how their topic and questions are appropriate for this task. The teacher should be circulating, helping students make decisions about their topic choices.
Homework/Extension	Students continue to research their topic with the new, narrowed focus.

GUIDELINES

I. Research Process

You will:

- choose a topic of interest and research widely to discover a trend over time.
- define the trend, examine it over time, and discover who participates in the trend.
- begin with a research question and narrow it down to an appropriate focus.
- conduct both primary and secondary research.
- document your sources to avoid plagiarism in both in-text citations and a works-cited page.
- use a wide variety of sources, both print and online.
- analyze and synthesize the information that you gather in order to create a central idea.
- organize the information in a logical way.
- prepare a PowerPoint presentation and practice the delivery.

II. Research Product

Your final product will be a PowerPoint presentation on a trend. It will include a minimum of ____ slides and last ____ minutes. It will be due on _____. You will be graded on both the content and the delivery of your presentation.

Please see the rubric for grading specifics.

Researching a Trend

RUBRIC

	Advanced	On-Target	Novice
Research question and central idea	The product contains a thoughtful research question that engaged the student in extensive research about a trend. The central idea is clear and answers the research question.	The product contains an adequate research question that engaged the student in research about a trend. The central idea is sufficient and attempts to answer the research question.	The product lacks a clear research question or controlling idea or the central idea does not answer the research question.
Primary Research	The product shows evidence of in-depth primary research that has been accurately interpreted and collated to support the central idea.	The product shows evidence of adequate primary research that has been sufficiently interpreted and collated to support the central idea.	The product lacks evidence of in-depth primary research or the research has been misinterpreted or presented in a confusing way. It does not support the central idea.
Secondary Research	The product shows evidence of in-depth secondary research that has been accurately interpreted and synthesized to support the central idea.	The product shows evidence of adequate secondary research that has been sufficiently interpreted and synthesized to support the central idea.	The product lacks evidence of in-depth secondary research or the research has been misinterpreted or synthesized in a confusing way. It does not support the central idea.
Organization/Effectiveness of Slides	The product effectively communicates the results of research to the audience through a logical organization and effective design of PowerPoint slides.	The product communicates the results of research to the audience through adequate logical organization and effective design of PowerPoint slides.	The product does not logically communicate the results of research and/or the design of the PowerPoint slides interferes with meaning.
Documentation	The product is properly documented, including in-text citations and a works-cited page. The documentation is error-free.	The product is properly documented, including in-text citations and a works-cited page. The documentation has only a few errors.	The product is not properly documented. The in-text citations and works-cited page have many errors.
Delivery of Presentation	The delivery is obviously rehearsed. The student maintains frequent eye contact with the audience. The student uses a clear voice, with proper inflection, and appropriate volume so that the audience can hear.	The delivery is somewhat rehearsed. The student maintains some eye contact with the audience. The student may use a clear voice, with proper inflection, and appropriate volume so that the audience can hear most of the time.	The delivery is obviously not rehearsed. The student does not maintain frequent eye contact with the audience. The student mumbles, and/or lacks proper inflection and appropriate volume.

	Session 2
Preparation	<ul style="list-style-type: none"> • Prepare a copy of the model for narrowing a research topic so all can see. • Prepare a copy of the “Research Conferring Questions” for your use during the Independent Practice portion of the lessons in this unit. The sheet is included after this session.
Connection	In the last session, students were introduced to the task of researching a trend and shown a model and rubric for the research project. In this session, they will narrow the focus of their investigation and develop further questions to gather relevant information.
Teaching Point	Researchers assess the research information with purpose to decide how to narrow the focus of their investigation. They develop further questions to gather relevant information as they focus their topic.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Model narrowing the focus of a topic by using the strategies: listing subtopics and questioning. (See the models provided.) • Model how to develop a question that will be answered through research.
Independent Practice	Students use the strategies for narrowing the focus of their investigation as the teacher circulates around the room and assists students.
Share	Students share their findings in a class discussion. The teacher chooses one or more of the students to share interesting and helpful work with the class to serve as additional models.
Homework/Extension	Students continue to research their topic with the new, narrowed focus.
Assessment	Points may be given for completion of the focusing activities.

The following questions are to be used by the teacher, who should use the independent practice time as an opportunity to guide students' learning.

- What really interests you?
- What do you do in your spare time? Have you taken these interests into consideration for a topic choice?
- What are you finding so far?
- Did you know that _____ is also researching that topic? You should talk to him/her and compare your findings.
- How many resources do you have right now?
- How can I help you find more resources? What's your biggest obstacle in your research/product creation?
- Have you learned anything that really surprised you?
- How do you feel about your topic choice? Does it seem to be too wide/too narrow?
- What did you decide to do for your primary research? How is that going?
- Are you remembering to keep track of where all of your information comes from?
- Is the information you've found fitting together for you?
- Did you find discrepancies? Describe them. What do you think you'll do with that situation?
- What theory have you created so far?
- What is your central idea statement?
- Have you documented all of your sources and double-checked your works-cited page for accuracy?
- How have you decided to organize your presentation?
- How comfortable do you feel presenting about your topic?
- How much have you practiced your delivery?
- How can I help you with your delivery?
- Where do you think your work would be assessed on the rubric?
- What have you learned about the research process?
- How would you do this differently the next time you research?

My current topic is _____.

Listing Subtopics-

Which topics fall underneath the category you have been researching? List them.

-
-
-
-
-
-

Asking Questions-

Which questions come to mind when you review your research findings so far?

-
-
-
-
-
-
-
-
-

Review your subtopics and questions. What intrigues you? What do you really want to know more about? How could you narrow the focus of your topic so that it's not too much information to be overwhelming? For example, "Vampires" is too large for a topic. However, "the surge in popularity of vampires because of the *Twilight* series" is more manageable. Be sure you are not making your topic too narrow. For example, "Real-Life Fear of Vampires" would be very difficult to find information on, whereas it would be easy to find sufficient information on "Mythological Creatures that Have Captured Our Attention Over Time." Write your thinking about your topic here.

My focused research question is: _____?

*Lesson adapted from: <http://www.iowa-city.k12.ia.us/library/Curriculum/InfoLit/Lessons/FocusResTopic.htm>

Model

My current topic is Vampires.

Listing Subtopics-

Which topics fall underneath the category you have been researching? List them.

- *Vlad the Impaler*
- *Politics in Romania*
- *The play and movie Dracula*
- *Twilight series– the movies and the books*
- *Mythological creatures*
- *Common fears*

Asking Questions-

Which questions come to mind when you review your research findings so far?

- *Why has the idea of vampires continued over such a long time?*
- *How did the idea of vampires ever get started?*
- *How did vampires get to be so popular recently?*
- *Where did the idea start? Which country?*
- *What is it about the Twilight books that appeals to so many people?*
- *Has anything humorous been done about vampires?*
- *Are there people who really believe they exist?*
- *How many movies and TV shows are based on vampires?*
- *What qualifies as a vampire?*

Review your subtopics and questions. What intrigues you? What do you really want to know more about? How could you narrow the focus of your topic so that it's not too much information to be overwhelming? For example, "Vampires" is too large for a topic. However, "the surge in popularity of vampires because of the *Twilight* series" is more manageable. Be sure you are not making your topic too narrow. For example, "Real-Life Fear of Vampires" would be very difficult to find information on, whereas it would be easy to find sufficient information on "Mythological Creatures that Have Captured Our Attention Over Time." Write your thinking about your topic here.

At this point, I think I will focus my research on how vampires are portrayed in movies and TV shows. I will explore the fascination with the Twilight movies and popular vampire TV shows from the past.

My focused research question is: _____?

*Lesson adapted from: <http://www.iowa-city.k12.ia.us/library/Curriculum/InfoLit/Lessons/FocusResTopic.htm>

	Session 3
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Collecting Primary Research.” The sheet is included after this session. • Prepare copies of the handout “Primary Research Plan.” The sheet is included after this session. • Prepare copies of “Models.” The sheet is included after this session. • Arrange to have a projector and/or document camera available.
Connection	In the last unit, students narrowed the focus of their research. In this session, students will learn about primary research and make a plan of how they will conduct primary research about their chosen trend and how they will collect data.
Teaching Point	Researchers develop a system of collecting primary research (interviews, questionnaires, direct observation, emails/letters). It involves the collection of data that does not already exist. They make a research plan and keep track of the sources of information.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute copies of the handout “Collecting Primary Research.” • Explain that the trends they have chosen to research can be studied in two ways: through <u>primary research</u> (research that does not already exist) and <u>secondary research</u> (using information found and interpreted by others). In this unit, they will conduct primary research on their own to be used in their project. • Read through the handout “Collecting Primary Research” and think aloud about what trends might lend themselves better to particular forms of primary research. • Distribute and/or project the models of primary research. • Create a table on the board with the four types of primary research listed at the top. Fill in the table as you think aloud about people or groups students might consider involving in these various primary research types. For example, if some students are exploring trends in automobiles, you might list car companies, engineering schools, publications about autos that students might write to or request an interview with an employee. Or, they might know individuals who are experts in the field. Jot these ideas on the board. • Remind students that this research will be mostly done independently, so they will need to make a plan, including making deadlines. • Distribute the handout “Primary Research Plan.”
Independent Practice	<ul style="list-style-type: none"> • Students consider the types of primary research listed on the handout “Collecting Primary Research.” They consider which type appeals to them and is most conducive to their particular trend. • They complete the research plan. • If time allows, they begin writing interview questions, designing their questionnaires, drafting letters, or listing people they would like to contact about their primary research.
Share	In small groups, students discuss their research plans. In a classroom discussion, students might ask classmates to help with their research or help coming up with ideas of people they might contact.
Homework/Extension	Students conduct their primary research. This will take place over several days and will be done outside the classroom. They need to be done with their primary research by the beginning of Session 6.
Assessment	Points may be given for the completed “Primary Research Plan.”

Primary Research

One way to engage in research is through **primary research**. This type of research involves the collection of data that does not already exist. Since you are developing these research methods yourself, you have to consider how you will collect the data. There are several ways to do this:

Interviews-	To do this, you will need to locate a person who might have some direct experience or expertise in your research subject. You will have to ask the person for permission to discuss the topic to use in your research. You will create 5--10 questions that you will ask the person, but realize you must be flexible enough to create new questions on the spot or drop certain ones based on the discussion.
<i>How do I collect this data?</i>	You'll need to create an audio or video recording. You might translate your recording into a transcript.
Questionnaires	You will need to consider what kind of information you are seeking and create a short questionnaire (5—10 questions) that participants in your study can fill out. Is there a particular group you'd like to target (e.g., teenage girls or senior citizens)? You will need at least 15 returned and completed questionnaires for your research, so you might consider finding 20 or more participants, in case some come back unfinished or are not returned. You must use all of the returned and completed questionnaires.
<i>How do I collect this data?</i>	After you collect all of the questionnaires, read through them to find patterns in people's thinking. Prepare some kind of graphic that represents your findings.
Direct Observation-	You might choose to observe human behavior. For instance, you might choose to watch a group of preschoolers to notice how often they play with particular toys or watch shoppers at the mall to notice how many people buy a particular product or shop at a particular store. Whatever you choose, you must get permission to do this. We don't want to violate anyone's privacy or put you in an awkward position.
<i>How do I collect this data?</i>	Some forms of direct observation will allow you to video record what you are watching. However, that's not the case in a public place like the mall or park. Otherwise, you can create a chart to mark numbers of times the people you observe do something you're examining or you could write descriptive entries about what you're seeing. If you are tallying numbers, create a graphic that represents your findings. Be sure to indicate the date and times of your observations. You should do your observations at least two times to be able to compare your data.
Emails/Letters-	You can choose people from whom you'd like information and email them or send them a letter asking them questions. You might send follow-up emails or letters, based on your participants' responses.
<i>How do I collect this data?</i>	Keep a copy of your letters and your participants' letters. Highlight key discoveries.

PRIMARY RESEARCH PLAN

Name _____

Research Topic _____

Which type of primary research do you plan to do?

Why do you think this type of primary research will work best for your research topic?

Describe what you will do, where it will be, and who your participants will be. Whom do you need to ask for permission?

Describe how you will collect data.

When do you plan to do this? (Remember: This research will be done on your own and must be completed by _____.)

MODELS

TOPIC: Star Wars Collectibles

Interview Questions

1. How long have you been collecting Star Wars paraphernalia?

2. What inspired you to begin your collection?

3. Do you remember which piece you received first?

4. Do you know how many collectibles you have in your collection?

5. Do you have friends who share your hobby?

6. Are you aware of other collectors who have bigger Star Wars collections than you? Do you hope to match their collections some day?

7. Are there websites or blogs about your hobby? Do you participate in the discussion?

8. Do you have books or other sources that tell you the estimated value of your collectibles?

9. What is your favorite Star Wars piece? Why?

10. Do you ever see yourself selling or giving away your collection?

MODELS**TOPIC: The Risky Sport of Skydiving**Questionnaires

Thank you for taking a few moments to fill out this questionnaire for my research!

Age _____ Sex _____

On a scale of 1—10 (1, being very afraid of risks; 10, being a true daredevil), how much of a risk taker would you say you are? _____

If you were given the opportunity to sky dive, would you? Yes No Maybe

Which of the following would make you more likely to participate in a sport like skydiving? Check all that apply. Circle the one that is the strongest reason.

_____ the price was reasonable	_____ a friend was willing to do it with me
_____ the instructors seemed competent	_____ reading about people's positive experiences with sky diving
_____ the company had a perfect safety record	

Which of the following would make you less likely to participate in a sport like skydiving? Check all that apply. Circle the one that is the strongest reason.

_____ the price was high	_____ I didn't know anyone who had ever done it
_____ the instructors seemed like they didn't know what they were doing	_____ reading about accidents
_____ the company had problems in the past	

What is your general impression of the sport of skydiving?

MODELS**TOPIC: Teen Fashion**Direct ObservationDate of observation 5/1/10Start Time 5:15 pm End Time 6:15 pm**Number of times shoppers entered Fashion Pro.**

FEMALES

12

MALES

1

Number of shoppers who looked through the sales racks.

8

Number of shoppers who left the store with shopping bags.

4

The merchandise in Fashion Pro is generally for teenaged girls. The clothes are trendy, but inexpensive. They advertise in teen magazines and have commercials on MTV. They were having a summer sale when I observed. Most of the shoppers who entered were females (12 of the 13 who entered the store) and 4 of the 13 shoppers bought something at the store. I noticed that all the teenagers who entered the store by themselves or with a girlfriend exited with a shopping bag, but only one of those who entered with an adult came out with purchases.

MODELS

TOPIC: Summer Music Festivals

Letter/Email

Terry P. Student
9876 Oak Avenue
Acornville, MI 48777

December 2, 2011

Mary B. Sixties
1969 New York
Woodstock, NY 99008

Dear Ms. Sixties:

My aunt, Harriet Thompson, has given me your address so that I might ask you for help with my school research project. I am looking at summer music festivals and their popularity. I understand you participated in the famous 1969 Woodstock Music festival, and I hope you will be willing to share some of your experiences. I wonder if you knew beforehand that it would be such an enormous event. Was there a particular band or performer that brought you there or did you attend for other reasons? Were you concerned that there would be danger with so many people? What are some of your favorite memories? Do you have any photos you would be able to share?

Any help you can provide will be greatly appreciated. If you are aware of any good books, websites, or films that might help in my research, please let me know. Thank you!

Best,

Terry P. Student

	Session 4
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Collecting and Making Sense of Information.” *Note that this handout can be distributed and completed either digitally or on paper. The sheet is included after this session. • Prepare a copy of the handout “Collecting and Making Sense of Information” that all can see.
Connection	In the last session, students learned how to do primary research and keep track of it. In this session, students will learn how to collect and make sense of the secondary research information they are gathering.
Teaching Point	Researchers develop a system of collecting secondary research information. They keep track of the sources they gather information from and analyze them.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute the handout “Collecting and Making Sense of Information.” • Model analyzing one nonfiction resource. Fill in the chart as you think aloud. (See the model provided.)
Independent Practice	Students analyze the resources they have found by filling out the chart on the handout.
Share	Students share their findings with a partner. They discuss the questions, interesting facts, and new ideas that emerge as their research continues.
Homework/Extension	Students continue to research their topics, completing their “Collecting and Making Sense of Information” handout over the next few days.
Assessment	Points may be given for a completed handout.

Collecting and Making Sense of Information - Digital Copy

In order to thoroughly investigate a subject and the trend it has followed over time, you will need to be sure to find information that covers all three areas of a trend: textual analysis (what the trend is), historical analysis (how it has changed over time), and audience analysis (who participates in the trend). When you are analyzing your researched information, you need to figure out which category the information falls under.

T – What the trend is

H- Historical analysis

A- Audience analysis

You need a variety of types of sources (websites, databases, magazines, reference books, etc.).

Topic: _____

Source: Author _____ Source Title _____

Article title _____ Website address _____

Date Published _____ Date website was accessed _____

Publication City _____ Publisher _____ Page number(s) _____

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	T, H, or A?

Source: Author _____ Source Title _____

Article title _____ Website address _____

Date Published _____ Date website was accessed _____

Publication City _____ Publisher _____ Page number(s) _____

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Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	T, H, or A?

In order to thoroughly investigate a subject and the trends it has followed over time, you will need to be sure to find information that covers all three areas of a trend: textual analysis (what the trend is), historical analysis (how it has changed over time), and audience analysis (who participates in the trend). When you are analyzing your researched information, you need to figure out which category the information falls under.

T – What the trend is

H- Historical analysis

A- Audience analysis

You need a variety of types of sources (websites, databases, magazines, reference books, etc.).

Topic: _____

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 ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	T, H, or A?

Model

In order to thoroughly investigate a subject and the trend it has followed over time, you will need to be sure to find information that covers all three areas of a trend: textual analysis (what the trend is), historical analysis (how it has changed over time), and audience analysis (who participates in the trend). When you are analyzing your researched information, you need to figure out which category the information falls under.

T – What the trend is

H- Historical analysis

A- Audience analysis

You need a variety of types of sources (websites, databases, magazines, reference books, etc.).

Topic: Baseball

Source: Author Tom Verducci

Source Title Sports Illustrated for Kids

Article title: So Far, So Good. Website address _____

Date Published: June 2010 Date website was accessed _____

Publication City _____ Publisher _____ Page number(s) 49

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	T, H, or A?
<i>“This year Rivera, Posada, and Jeter became the first trio of teammates in any North American sport to stay together for 16 consecutive seasons.”</i>	<i>Rivera, Posada, and Jeter are the first three people in all North American sports to stay on the same team for 16 seasons in a row.</i>	<i>Wow. It sounds like players on sports teams really move around a lot. It seems like it would be hard to feel like a team if the team members are always being switched around. And then you have to play against former team members. How does this affect how a player mentally gets ready for a game? I want to find out more about how players being traded a lot might change the chances of a team winning.</i>	<i>T</i>

Source: Author Tom Verducci Source Title: Sports Illustrated Kids
Article title: So Far, So Good. Website address _____
Date Published: June, 2010 Date website was accessed _____
Publication City _____ Publisher _____ Page number(s): 50
ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	T, H, or A?
<i>“Rivera: The beauty about this group of guys is it’s family. As a family we all pull for one another. It’s beautiful. I don’t think you will have this or see this again-in any other sport. Period.”</i>	<i>These players feel like a lot more than just teammates. They feel like family. This helps them work together on the team better. Rivera thinks that it’s rare for this to happen in any sport.</i>	<i>So if this opportunity to be close friends is so rare in sports, how would things be different if players had the opportunity to be really good friends off the field? Would the team actually perform better and win more? Maybe it’s not just how good the players can play, but how well they can play together as a team because they are good friends.</i>	<i>T</i>

	Session 5
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Developing Theories.” The sheet is included after this session. • Prepare a sample of secondary research to model. You may choose to use the model from Session 4. • Arrange to have a projector and/or document camera available.
Connection	In the last session, students began tracking their secondary research. In this session, students will review their research to make sense of the information and discover where their research is lacking. They will use this information to develop a theory.
Teaching Point	Researchers examine their initial findings to determine what’s important, interesting, and relevant. It involves summarizing and categorizing existing research. They use this information to develop a theory.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute copies of the handout “Developing Theories.” • Project the model research. (You may choose to use the model research collected in the last session.) Think aloud as you review the model research to determine the approximate percentage of research in each of the three analysis categories (textual analysis, historical analysis, and audience analysis). Model your thinking as you consider what an imbalance between the categories suggests. <i>What other places might you search to find information for each of the three categories?</i> • Fill out <u>Part 1: Balance of Information</u> on the handout “Developing Theories” or show the completed model. Think aloud as you estimate how much information falls under each category. Be sure to note that the textual analysis category will likely contain the most information. • Read the fill-in-the-blank sentences in the <u>Part 2: Theories</u> section of the handout “Developing Theories.” Return to the model research and think aloud as you make conclusions about each category and consider a theory you might develop. Highlight or underline key information in the research collection that helps you develop the theories. Fill out a sample handout or use the model below.
Independent Practice	Students review their research to complete the handout “Developing Theories.”
Share	Students share their theories with a small group. They discuss what kinds of research they will need to find to prove their theories.
Homework/Extension	Students write an entry in their Reader’s/Writer’s Notebooks about their next steps in research. They will write questions that need to be answered.
Assessment	Points may be given for the completed “Developing Theories” handout.

Developing Theories

PART 1: BALANCE OF INFORMATION

Look over your trend research. Estimate what percentage of your findings come from each form of analysis:

Textual Analysis (what the trend is) <i>Most of your research will probably fall under this category.</i>	Historical Analysis (how the trend has changed over time)	Audience Analysis (who participates in the trend)

Which form(s) of analysis need(s) more work to understand the trend?

Where will you search to refine your research and/or focus on one or more forms of analysis?

PART 2: THEORIES

You should have enough initial information to develop theories about your trend.

TEXTUAL ANALYSIS

The trend is _____
 _____.

HISTORICAL ANALYSIS

The trend of _____ began in _____
 because _____. Its popularity (continues to
 grow/is fading/is over) because _____.

AUDIENCE ANALYSIS

The participants in this trend tend to be _____.

The main reason this trend is popular with this group is _____.

MODEL

Look over your trend research. Estimate what percentage of your findings come from each form of analysis:

Textual Analysis (what the trend is) <i>Most of your research will probably fall under this category.</i>	Historical Analysis (how the trend has changed over time)	Audience Analysis (who participates in the trend)
50%	10%	40%

Which form(s) of analysis need more work to understand the trend?

Historical Analysis

Where will you search to refine your research and/or focus on one or more forms of analysis?

-Google "History of Baseball Trades"

-Look in The Sports Encyclopedia: Baseball 2007

-Look in The Book on the Book: An Inquiry into Which Strategies in the Modern Game Actually Work, by Bill Felber

You should have enough initial information to develop theories about your trend.

TEXTUAL ANALYSIS

The trend is baseball teams trade players so often that they don't have a chance to form close relationships.

HISTORICAL ANALYSIS

The trend of frequent player trades began in the 1990's because owners were trying to optimize their chances of winning a pennant. Its popularity (continues to grow) because it is an important way to build a winning team.

AUDIENCE ANALYSIS

The participants in this trend tend to be team owners, managers, and players.

The main reason this trend is popular with this group is winning teams make money.

Synthesizing Primary Research	Session 6
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Synthesizing Primary Research.” The sheet is included after this session. • Prepare a copy of the model letter. See below. • Make arrangements to bring the class to a computer lab. • Arrange to have a projector and/or document camera available.
Connection	In the last session, students examined their data to identify the need for additional research. In this session, they will examine the data they collected through their primary research to make conclusions and find a way to present findings.
Teaching Point	Researchers synthesize the information they gathered through primary research.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute copies of the handout “Synthesizing Primary Research.” • Project the model letter. (See below.) Think aloud as you consider the most important sentence(s) from the letter. Highlight the sentence(s). • Fill out the handout “Synthesizing Primary Research,” using the direct quotes you have chosen. Think aloud as you consider the other forms of primary research and how one might draw conclusions from each of the forms. • Point out the last section of the handout where students sketch out what their PowerPoint slides might look like. Be sure to remind them that interviews and letters/emails will likely give data that can be presented to others through direct quotes and a written summary of the findings, whereas direct observations and questionnaires will likely offer data that can be represented numerically on a graph or chart.
Independent Practice	Students review their primary research data and make decisions about how to synthesize and present their findings. They fill out the handout “Synthesizing Primary Research” to guide their thinking.
Share	Students share their handouts with a small group. They discuss if their data is complete and answers the research question, if they need to return to the research, and how to best present their findings.
Homework/Extension	Students continue their primary research, if it is necessary. They create PowerPoint slides that represent: their primary research process, their data, and their conclusions.
Assessment	Points may be given for the completed “Synthesizing Primary Research” handout.

Synthesizing Primary Research

What was your original research question?

Which form of primary research did you choose to do?

- ☐ Interview
- ☐ Questionnaire
- ☐ Observations
- ☐ Letters/Emails

If you conducted an interview or had a letter or email exchange, review your transcripts or letters. What is the most important discovery you found? Write down at least one direct quote from your research that captures the essence of your findings.

OR

If you used questionnaires or did observations, tally your results. Detail some of the findings, using numbers to represent the data. (For example, *15 of 20 people questioned about skydiving said they would be willing to consider skydiving if they felt that the company was reputable and the teachers seemed competent.*)

Summarize what you learned from your primary research. Does it answer your research question? If not, what further primary research will you have to do?

For the PowerPoint presentation, you will need to: A.) describe your primary research process, B.) share data (through description, quotes, charts, or graphs), and C.) make conclusions. Consider what your slides will look like. Sketch out your ideas below.

MODEL

What was your original research question?

Do people attend music concerts because they love music or because they want to be a part of a social scene?

Which form of primary research did you choose to do?

- ☐ Interview
☐ Questionnaire
☐ Observations
☒ Letters/Emails

If you did conducted an interview or had a letter or email exchange, review your transcripts or letters. What is the most important discovery you found? Write down at least one direct quote from your research that captures the essence of your findings.

OR

If you used questionnaires or did observations, tally your results. Detail some of the findings, using numbers to represent the data. (For example, *15 of 20 people questioned about skydiving said they would be willing to consider skydiving if they felt that the company was reputable and the teachers seemed competent.*)

"I was a big fan of all of the musicians who were scheduled to play, especially Janis Joplin, but what really brought me there was the peace movement that I was active in. Woodstock was much more than just music; it was a demonstration by young people that we were looking for new rules for society."

Summarize what you learned from your primary research. Does it answer your research question? If not, what further primary research will you have to do?

I learned that Woodstock was a unique multi-band concert. Many people attended for social/political reasons. Yes, my research answered my research question.

For the PowerPoint presentation, you will need to: A.) describe your primary research process, B.) share data (through description, quotes, charts, or graphs), and C.) make conclusions. Consider what your slides will look like. Sketch out your ideas below.

My process:

Letter exchange
with a person who
attended
Woodstock to learn
about her

Data:

Quotes from Mary's
letter that answer
my research
question + a photo
(2—3 slides)

Conclusions:

She and others she
knew attended for
more than the
music. Woodstock
was a social
phenomenon.

SAMPLE DATA (Response to Model Letter from Session 3)

December 5, 2011

Dear Terry,

It was so nice to receive your letter. Please send my regards to your Aunt Harriet. What an interesting research project you are doing. My experience at the 1969 Woodstock Music Festival is one I'll never forget. To answer your question, no, I had no idea how huge it would be, but as the days before it drew near, I was hearing of more and more people who intended to go, so I knew it would be big—just not THAT big! I was a big fan of all of the musicians who were scheduled to play, especially Janis Joplin, but what really brought me there was the peace movement that I was active in. Woodstock was much more than just music; it was a demonstration by young people that we were looking for new rules for society. You probably have learned that there were many people who were doing drugs, but my main memory is of people behaving civilly and peacefully. After it rained heavily, many people played in the mud. It was silly and crazy, but lots of fun and no one was injured. I felt goodwill by all the participants and never felt afraid or uneasy. I recommend the documentary *Woodstock* to get a flavor of the event.

I am enclosing a copy of some photos I took that weekend. You're welcome to share them with your classmates, if you want. Thanks for giving me an opportunity to think about a favorite memory.

Peace,

Mary Sixties

	Session 7
Preparation	<ul style="list-style-type: none"> • Think about a personal experience to share. Choose a time when you initially thought something to be true, but after doing research you discovered your theory was wrong. Think of how you adjusted your theory to devise an accurate central idea. • Prepare copies of the handout “Confirming or Disconfirming a Theory and Creating a Central Idea.”
Connection	In the last session, students synthesized their primary research information. In this session, students will examine the data they collected through both primary and secondary research to determine whether the information confirms or disconfirms their trend theory. They then create a central idea for their presentation.
Teaching Point	Researchers re-read in order to confirm or disconfirm their theory. They create a central idea about their topic.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Point out that as people research a topic and learn more about it they may discover that their thoughts on a topic were inaccurate. Their theory may need to change in order to be accurate. • Using a personal experience, think aloud your process of changing your thinking when something you thought was true about a topic turned out to be untrue after doing some research. Tell students that it is their job to review their researched information to see if their initial theories were correct. • Distribute the handout “Confirming or Disconfirming a Theory and Creating a Central Idea.”
Independent Practice	<ul style="list-style-type: none"> • Students review their research and complete the handout “Confirming or Disconfirming a Theory and Creating a Central Idea.” • The teacher circulates around the room helping students decide whether their theory is confirmed or disconfirmed, and, if needed, assisting students to revise their theories into central ideas.
Share	Students share their findings in a class discussion. The teacher chooses one or more of the students to share interesting and helpful work with the class to serve as additional models.
Homework/Extension	Students may need additional time to examine their researched information in order to evaluate whether they can confirm or must disconfirm their theory.
Mid-Unit Assessment Task	Use the handout as the mid-unit assessment.

Confirming or Disconfirming a Theory and Creating a Central Idea

My theory is _____.

Quickly reread all of your researched information and jot answers for the following:

Researched information that confirms my theory-

Researched information that disconfirms my theory-

After looking at both sections, can you provide enough researched support for your theory? If so, it can now become your central idea. If not, you need to revise your theory to something that you can prove and make it your new central idea.

My central idea is _____.

	Session 8
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Organizing Your Presentation.” The handout is included after the session. • Prepare a copy of the model “Organizing Your Presentation” for all to see. • Make arrangements to be in a computer lab for several days so the students can complete their outlines and PowerPoint slides.
Connection	In the last session, students examined their researched information to confirm or disconfirm their theory and then created a central idea. In this session, they will organize their information in a logical manner for their presentation.
Teaching Point	Researchers organize their information in a logical order for the product they will create.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute the handout “Organizing Your Presentation.” • Think aloud as you review the model “Organizing Your Presentation.”
Independent Practice	Students review their research and complete the handout “Organizing Your Presentation.”
Share	Students share their handout with a partner or small group. Partners look for points of confusion on the outline and offer ways to clarify.
Homework/Extension	Students complete their outlines and create their PowerPoint slides. This may take several days.
Assessment	Points may be given for a completed outline.

Organizing Your Presentation

It's time to organize your information in a logical manner. Keep in mind the following guidelines for creating effective PowerPoint presentations:

- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide.
- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.

Fill out the outline below as you organize the information for your presentation-

I. Central Idea

II. Textual Analysis

A. Defining the Trend

B. Secondary Research Findings/Quotes to Support

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

C. Primary Research Findings/Data to Support

1. Explanation of Primary Research
2. Data/Findings
3. Conclusions

III. Historical Analysis

A. History of the Trend

B. Secondary Research Findings/Quotes to Support

- 1.
- 2.
- 3.

C. Primary Research Findings/Data to Support

* This may not apply to this part of your presentation, depending on your primary research.

- 1.
- 2.

IV. Audience Analysis

A. Participants in the Trend

B. Secondary Research Findings/Quotes to Support

- 1.
- 2.
- 3.

C. Primary Research Findings/Data to Support

* This may not apply to this part of your presentation, depending on your primary research.

- 1.
- 2.

V. Conclusion

Model*

*Most of this information in this model is for demonstration purposes only and fictional.

It's time to organize your information in a logical manner. Keep in mind the following guidelines for creating effective PowerPoint presentations:

- For bullet points, use the 6 x 6 Rule. One thought per line with no more than 6 words per line and no more than 6 lines per slide.
- Select sans-serif fonts such as Arial or Helvetica. Avoid serif fonts such as Times New Roman or Palatino as they are sometimes more difficult to read.
- Use no font size smaller than 24 point.

Fill out the outline below as you organize the information for your presentation-

I. Central idea *Frequent player trades are bad for Major League Baseball.*

II. Textual Analysis

A. Defining the Trend

Baseball teams trade players so often that players don't have a chance to form close relationships.

B. Secondary Research Findings/Quotes to Support

1. *"This year Rivera, Posada, and Jeter became the first trio of teammates in any North American sport to stay together for 16 consecutive seasons." Verducci, 49*

2. *"Rivera: The beauty about this group of guys is it's family. As a family we all pull for one another. It's beautiful. I don't think you will have this or see this again--in any other sport. Period." Verducci, 49*

3.

4.

5.

6.

7.

8.

C. Primary research findings/Data to Support

1. Explanation of Primary Research

I emailed 5 major league baseball players and 3 of them answered my questions.

2. Data/Findings

All three of the players said that the longer they played with the same teammates the better their playing became. Their performance always dropped when they were first traded to a new team.

3. Conclusions

Trading players is sure to have a negative impact on the team, at least at first.

III. Historical Analysis

A. History of the Trend

The trend of frequent player trades began in the 1990s because owners were trying to optimize their chances of winning a pennant. Its popularity continues to grow because it is an important way to build a winning team.

B. Secondary Research Findings/Quotes to Support

1.

In 1992, MLB owner Johnny Homer devised a plan to improve his team with a massive seven-player trade. (Hitter, 4)

2.

Since 1990, 22% more trades have occurred. (Hitter, 8)

3.

C. Primary Research Findings/Data to Support

* This may not apply to this part of your presentation, depending on your primary research.

1. *One of my email participants, Jim Catcher, wrote, "I've been traded more times in the last 5 years than in the first 10." (email)*

2.

IV. Audience Analysis

A. Participants in the Trend

The participants in this trend tend to be team owners, managers, and players. The main reason this trend is popular with this group is winning teams make money.

B. Secondary Research Findings/Quotes to Support

1. *"Steve Billionaire, owner of the New York Tops, said, 'Frequent player trades are ruining the league.'" (Bellyitcher.com)*

2. *"There's no evidence that these frequent player trades are making the team any better than they would be through team building work." (Fastpitch.com)*

3.

C. Primary Research Findings/Data to Support

* This may not apply to this part of your presentation, depending on your primary research.

1. *"It's because the owners think we'll be a better team faster to make them money that we have so many trades." (Steve Burns - email)*

2.

V. Conclusion

Baseball owners are mistaken in their belief that frequent trades can improve their team's record. Obviously they want to make money, but they would get more bang for their buck if they worked on team building experiences.

	Session 9
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout “Proper Documentation.” • Review the suggested websites on the handout to see how they operate. • Create a works-cited sheet or review the Diana Hacker website (or other useful websites for a model. Prepare to think aloud as you model the documentation. • Arrange to bring students to a computer lab.
Connection	In the last session, students synthesized their primary research and made plans about their PowerPoint slides. In this session, they will learn how to cite their sources and create a works-cited page.
Teaching Point	Researchers use proper documentation to avoid plagiarism.
Active Engagement 1	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Distribute the handout “Proper Documentation.” • Think aloud as you review the four types of citations used on the handout, noticing the punctuation and where the author’s name and page number(s) go. Be sure to remind students that all citations must be matched to an entry on the works-cited page. • Using research found in the model in Session 4, write a sample sentence. For example: According to Verducci, “This year Rivera, Posada, and Jeter became the first trio of teammates in any North American sport to stay together for 16 consecutive seasons” (49).
Independent Practice 1	Students review their research to find information they would like to cite in their PowerPoint presentations. They practice writing the sentences in the boxes on the handout.
Share 1	Students review the sentences with a partner, looking for proper punctuation and formatting. They correct mistakes.
Active Engagement 2	<ul style="list-style-type: none"> • Choose one of the websites on the handout and project it for all students to see. Using sample research from Session 4, plug in the bibliographic information to show students how the websites will translate it into proper MLA formatting. • Show students Diana Hacker’s website (or other website that shows a sample works-cited page.) Think aloud as you identify the features of the works-cited page.
Independent Practice 2	Students use the selected websites to create their works-cited sheets. They should include every source they cite in the presentation.
Share 2	Students work with a partner to proofread their works-cited sheets. They must pay close attention to the rules of formatting and punctuation and be sure all sources are listed on the page.
Homework/Extension	Students work on creating their PowerPoint presentation. They review the rubric’s expectations and practice delivering their presentations.
Assessment	Points may be given for the completed handout.

Proper Documentation

You must be sure to follow the strict guidelines of documenting your sources. These guidelines are set forth by the Modern Language Association (MLA) and the American Psychological Association (APA). Please note the guidelines are quite different between these styles. For this project, we will use the MLA style guide.

Basic In-Text Citation Rules

When you create your final product, you will be expected to use direct quotes and MLA format. Follow the author-page method of in-text citation, which means the author's last name and page number(s) from the quotation or paraphrase must appear in the text. All citations must refer to sources that are listed on the works-cited page. There are a few ways to do this:

DIRECT QUOTATION

1. Write the author's name in the body of the sentence and simply put the page number(s) at the end. Put quotation marks around the part of the sentence that is taken word for word from the text.

Terrell explains that "there is no shame and for many it's a lot safer to walk the technical segments of a strenuous trail" (16).

Now you try! Choose a piece of information you will quote on one of your PowerPoint slides. Write a sentence using the style above.

2. Write the author's last name and page number(s) at the end of the sentence. Put quotation marks around the part of the sentence that is taken word for word from the text.

It is important for mountain bikers to be respectful of their environment as "the peace, beauty, and solitude of our woodland areas is sacred to all of us" (Terrell 17).

Now choose information you would like to quote and put both the author's name and page number(s) in parentheses at the end.

PARAPHRASE

3. Write the author's name in the body of the sentence and paraphrase his/her words; include the page number(s) in parentheses at the end.

Terrell shows how mountain bikes are much more popular than road bikes today (11).

Find information you would like to paraphrase in your PowerPoint presentation. Write it in the format above.

4. Write the author's name and page number(s) in parentheses at the end; paraphrase his/her ideas.

Many bikes trails do not have an enforced fee to use, but if bikers choose to ignore paying for the upkeep, they risk losing the bike system (Terrell 14—15).

Now paraphrase a piece of information, using the citation style that includes both the author's name and page number(s).

All of these citations tell the reader the author's name and page number where the information can be located. If readers want more information about this source, they can turn to the works-cited page, where, under the name of Terrell, they would find the following information:

Terrell, Mike. *Mountain Biking Michigan: The Best Trails in Northern Lower Michigan*. Grand

Rapids: Thunder Bay Press, 1996.

*If an author's name is not available, then you would put the first word of the title (besides *A*, *An*, or *The*) in quotation marks plus the page number. For example:

"Mountain biking is a tremendous activity for its social, physical, and psychological benefits" ("Mountain" 22).

Works-Cited Sheet

The very last page in a research paper is the bibliography, known as the Works-Cited sheet in MLA style. This is where you alphabetically list all of the sources you cite in your paper. MLA has a very specific format for each type of text. Use the following websites to create your Works-Cited sheet. Remember: if you make references to others' ideas without giving credit, it is technically plagiarism, a high academic crime. Be sure to carefully check your formatting and be sure to include all sources whose ideas you have used in your research.

<http://citationmachine.net>

<http://noodletools.com>

<http://easybib.com>

For an overview of MLA research documentation, go to:

www.dianahacker.com/resdoc/p04_co8_o.html

Presenting	Session 10
Preparation	Locate one or more recorded speeches to use as examples for this lesson. You might use http://www.webenglishteacher.com/speech.html or http://classroom-audio-visual.suite101.com/article.cfm/great_speeches_for_public_speaking for a list of many links that could be used to find appropriate speeches. It would be best to play video-recorded speeches so that students can see the speaker's body language and posture as well as hear their voice. You might also try to find a speech that is a poor example of speaking skills so that students learn what not to do.
Connection	In the last session, students properly documented their sources for their presentations. In this session, students will learn basic skills for successful presentations and take the time to practice.
Teaching Point	Researchers present their findings. They prepare by making sure they have answered the research question, fulfilled the task's requirements, and rehearsed the presentation.
Active Engagement	<ul style="list-style-type: none"> • Review the lesson connection and teaching point. • Ask students to locate their answer to their research question and remind them to be sure that it is clearly included in their presentation. • Review the requirements for the assignment. (See the handout "Defining the Task and Creating a Statement of Purpose – Guidelines.") • Review the high score description from the rubric in the category of delivery: "Delivery is obviously rehearsed. Student maintains frequent eye contact with the audience. Student uses a clear voice with proper inflection and appropriate volume so that audience can hear." • Play the speech(es) after you instruct students to take notes on why each speech is so effective or ineffective. What specifically makes the speech work or not?
Share	Students discuss their observations in pairs after each clip. Students report out what they've written during a class discussion.
Independent Practice	<ul style="list-style-type: none"> • Students work with a partner or two and rehearse their presentation, practicing good eye contact, using a clear voice with proper inflection and appropriate volume. • Their partner(s) provide helpful feedback by answering three questions: <ol style="list-style-type: none"> 1. <i>What further questions do you have after hearing the presentation?</i> 2. <i>What's the strongest part of the presentation?</i> 3. <i>What could be done to make the presentation even stronger?</i>
Share	Students share their feedback with their partners.
Homework/Extension	Students revise their presentations and rehearse more if needed.
Assessment	Points may be given for their participation in the lesson.

	Session 11
Preparation	<ul style="list-style-type: none"> • Prepare copies of the scoring rubric. • Prepare copies of the “Self-Evaluation” handout, which is attached after this session. • Prepare copies of the rubric, which is attached after this session.
Connection	In the last session, students presented their findings. In this session, they will reflect on their research process, the PowerPoint project, and their delivery and evaluate their performance.
Teaching Point	Researchers evaluate their research product and process in order to become better researchers in the future.
Active Engagement	<ul style="list-style-type: none"> • Review the teaching point and connection. • Distribute the scoring rubric. • Think aloud as you read the rubric’s descriptors and consider how a person would assess his/her research work. <i>What kind of evidence do you have to score the process and product the way you have? How will you apply what you learned about doing research to your next project?</i>
Independent Practice	<ul style="list-style-type: none"> • Students reflect on their process and product, using the rubric and “Self-Evaluation” handout. • Students complete the following prompts in their Reader’s/Writer’s Notebooks: <i>The most valuable skill I learned in this unit was...</i> <i>The part I found the easiest or most enjoyable was...</i> <i>The part I found difficult was...</i> <i>If I had this to do again, I would do the following differently...</i>
Share	Referring back to their self-evaluation and Reader’s/Writer’s Notebook entry, students discuss what they learned in this process and what they would do differently the next time.
Assessment	Points may be given for the completed scoring rubrics and/or the completed notebook entry.
Post-unit assessment	Students give their final presentations.

Self-Evaluation

Use your rubric to assess your work. After you have scored your work, cite evidence below about why you chose each scoring box.

Research Question and Central Idea	
Primary Research	
Secondary Research	
Organization/Effectiveness of Slides	
Documentation	
Delivery of Presentation	

Works Cited

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Neft, David S., Richard M. Cohen, and Michael L. Neft. *Sports Encyclopedia: Baseball 2007*.

New York: St. Martin's Griffin, 2007. Print.

Terrell, Mike. *Mountain Biking Michigan: The Best Trails in Northern Lower Michigan*. Grand

Rapids: Thunder Bay Press, 1996. Print.

9th Grade Poster and Inspiration Quotes Units 7 and 8

Nonfiction readers
understand the
multiple structures,
features, and purposes
within newspaper
sections.

Nonfiction readers understand the different structures, features, and purposes of a print vs. online newspapers. They analyze the texts to discover the intended audience.

Nonfiction readers understand the different structures, features, and purposes of a variety of nonfiction texts. They analyze the texts to discover the audiences and biases.

Nonfiction readers
judge online
sources for
validity.

Nonfiction readers
find texts that are
right for them.
They spend time
selecting texts that
match their
interests.

Nonfiction readers
find and read a
range of nonfiction
texts to gain a
deeper
understanding of a
topic.

Nonfiction readers
evaluate how well
the author
presents evidence
that justifies the
conclusions.

Nonfiction readers
use what they
know from
previous reading
experiences to
choose what to
read next.

Nonfiction readers
subscribe to RSS
feeds in order to
obtain information
from frequently
updated works, such
as news services,
websites and blogs.

“The future will be determined in part by happenings that it is impossible to foresee; it will also be influenced by trends that are now existent and observable.”

-Emily Greene Balch

“I find that a great part of
the information I have was
acquired by looking up
something and finding
something else on the way.”
-Franklin P. Adams

“Research is creating new
knowledge.”
-Neil Armstrong

“Knowing a great deal is not
the same as being smart;
intelligence is not
information alone but also
judgment, the manner in
which information is
collected and used.”

-Carl Sagan

“Research is to see what everybody else has seen, and to think what nobody else has thought.”

-Albert Szent-Gyorgyi

“By seeking and blundering
we learn.”

-Johann Wolfgang Von
Goethe

“True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information.”

-Winston Churchill

“Organizing is what you do before you do something, so that when you do it, it is not all mixed up.”

-A. A. Milne

“Research to me is as
important or more
important than the writing.
It is the foundation upon
which the book is built.”
-Leon Uris

"According to most studies, people's number one fear is public speaking.

Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy."

-Jerry Seinfeld

“Never regard study as a duty, but as the enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later work belongs.”

-Albert Einstein

"The future will be determined in part by happenings that it is impossible to foresee; it will also be influenced by trends that are now existent and observable."

-Emily Greene Balch

"I find that a great part of the information I have was acquired by looking up something and finding something else on the way."

[-Franklin P. Adams](#)

"Research is creating new knowledge."

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"Knowing a great deal is not the same as being smart; intelligence is not information alone but also judgment, the manner in which information is collected and used."

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"By seeking and blundering we learn."

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